

EVARTS HIGH SCHOOL LITERACY PLAN

Developed September 24, 2002

Harlan, Kentucky

Literacy Team members present:

District consultant present: Anita Tolliver

KDE consultants present: Beckie Wade, Region 6 Language Arts consultant, and René Matthews, High School Reading consultant in Frankfort

- LITERACY GOALS*:**
- (1) to continue increase in writing
(13 point increase in 2002)
 - (2) to close the gap in student performance on the on-demand writing and portfolio writing
 - (3) to involve more content-area teachers in portfolio scoring
 - (4) to continue increase in Practical/Workplace reading scores
(both multiple choice and open response items)
 - (5) to raise scores on the Persuasive reading subdomain
(both multiple choice and open response items)
 - (6) to raise scores on Literary subdomain

*Literacy Team members need to study the recent KCCT reading and writing data to determine specific number targets. Software from the Region 6 Service Center is available to set a goal that will get students to proficiency by 2014. The number targets should not be random, and they should be challenging.

Comprehensive Schoolwide Literacy Program Element— ALIGNED CURRICULUM and INSTRUCTION

| Step 1 Implementation | Step 1 Evaluation |
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| Implement the district and school policies that all teachers contribute two pieces per year to the portfolio. (relates to Goals 1-3) | This needs to be monitored by the principal and reflected on teachers' evaluations. |
| Step 2 Implementation | Step 2 Evaluation |
| Incorporate Practical/Workplace reading into the required Practical Living/Vocational Studies course for sophomores. (The curriculum committee will propose this change.) If the Practical Living/Vocational Studies teachers say they need support for this, there are several options: <ol style="list-style-type: none">a) Literacy Team members could help teachers locate the Practical/Workplace reading released items to use in the course.b) The librarian could help teachers find materials/texts for the course.c) The HSTW Reading Coach could act as the main resource for those teachers. | <ol style="list-style-type: none">a) Students' 2003 KCCT Practical/Workplace reading subdomain scoresb) The schoolwide scrimmage tests could be used as pre/post tests. |

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| If the support becomes training, then a step needs to be added to Professional Development below. (relates to Goal 4) | |
| Step 3 Implementation | Step 3 Evaluation |
| English Teachers need to align their curriculum with the KCCT Reading blueprint (30% literary, 30% informational, 20% persuasive, and 20% practical workplace). Teachers will need support from the librarian in finding and adding informational and persuasive texts to their curriculum. (relates to Goals 4-6) | <ul style="list-style-type: none"> a) The principal holds teachers accountable through their lesson plans and his observations. b) students' scores on the 2003 KCCT Informational and Persuasive reading subdomains. |
| Step 4 Implementation | Step 4 Evaluation |
| English teachers, with support from the librarian, ensure that students are choosing AR books on their independent reading levels. In support, the librarian prints out a list of the AR books with their reading levels, so teachers can inform students of their choices before going to the library to choose books. (relates to Goals 4-6, especially 6) | students' scores on the AR multiple-choice quizzes. |

**Comprehensive Schoolwide Literacy Program Element—
PROFESSIONAL DEVELOPMENT**

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| Step 1 Implementation | Step 1 Evaluation |
| <ul style="list-style-type: none"> a) Literacy Team members receive portfolio scoring training provided by the school's Writing Cluster Leader. b) Literacy Team members score the writing portfolios at their school in spring 2003. This meets Goal 3 because members include content-area teachers. (relates to Goals 1-3, especially 3) | <ul style="list-style-type: none"> a) Create a pre/post training survey for participants. b) Evaluation is built into the scoring through recalibration and read-behinds, but Team members also need some way to evaluate their experience. |
| Step 2 Implementation | Step 2 Evaluation |
| Literacy Team members provide training (for faculty) on creating portfolio prompts and using rubrics to score student work. (Consider training faculty on the structures of on-demand genres because those pieces could become Transactive pieces.) (relates to Goals 1 and 2) | <ul style="list-style-type: none"> a) Literacy Team members could create and administer simple pre/post surveys. b) To provide follow-up support for teachers as they implement their two portfolio prompts, a Literacy Team member will be available to assist during each common planning period. If that plan does not work, the 12 Literacy Team members could each mentor 2-3 members of the faculty. |

NEXT STEPS

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| April 2003 | Turn this plan into a CSIP (Comprehensive School Improvement Plan) component |
| Literacy Team | Members participate in their own professional development by reading and learning together. They could begin with the articles in the purple folders or they could choose a text to read together (<i>Reading Don't Fix No Chevys</i> by Jeffrey Wilhelm or <i>To Be a Boy, To be a Reader</i> by William G. Brozo). |
| Targeted Intervention | How will we intervene for the lowest scoring 10 th graders? To consider <ul style="list-style-type: none">a) use of the Gear-up tutorb) use of the HSTW Reading Coachc) use of the 10 Gifted students who scored Apprentice and above (perhaps they could tutor the lower scoring students)d) developing a "boys only" group for extra reading and writing help in ESS |